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ABSTRACT

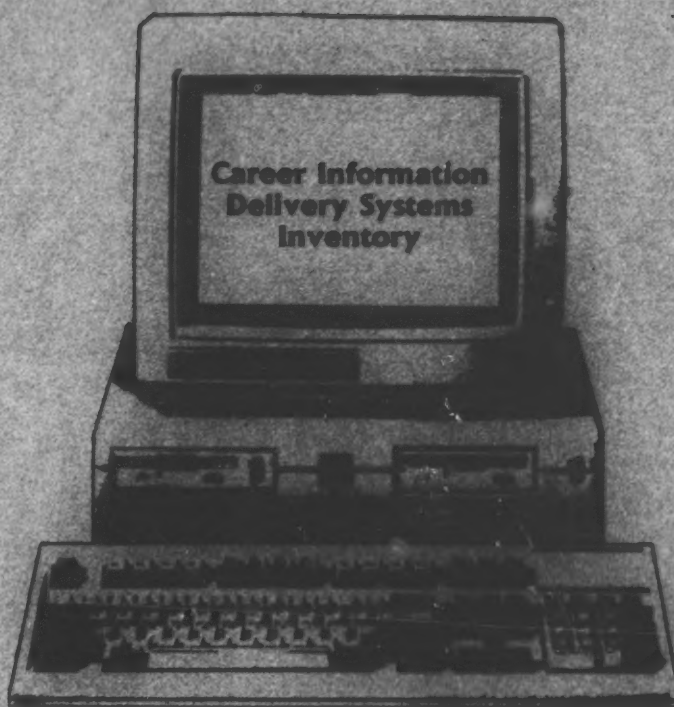
This inventory highlights similarities and differences between 19 computerized career information delivery systems (CIDS) so practitioners may make more informed choices concerning the adoption of such systems, and policymakers may monitor the developing scope of system features and costs. It was developed through a survey of computer products vendors developed by California educators and media consultants. The CIDS included in the inventory are the following: Guidance Information System (GIS); DISCOVER (for High Schools, Junior High and Middle Schools, Colleges, and Adults; SIGI PLUS; CHOICES; CHOICES for Adults in Career Transitions; CHOICES Jr. for Junior High and Middle Schools; EUREKA; California VIEW; VAL SEARCH; Placement Problem Solver; DATAMASTER; OASYS; COSS; RAVE (Realistic Assessment of Vocational Experience); Peterson's; ISABEL; and DISCOVER for Mini-Computers. For each system, information is provided in chart format concerning computer hardware on which the system will run, personal computer memory requirements, additional hardware features, ease of use, tests for which scores may be entered, attributes that can be assessed online, theoretical orientation, audience for whom the system's theoretical orientation is appropriate, descriptive information included in the occupational files, files of postsecondary programs, basis for occupational files and updates, cost, additional cost factors, and system reading level. The survey instrument, and a glossary of terms are included. (KC)

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Los Angeles County Office of Education

Career Information Delivery Systems Inventory



California Occupational Information
Coordinating Committee

January 1990

U.S. DEPARTMENT OF EDUCATION

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Los Angeles County Office of Education

Career Information Delivery Systems



California Occupational Information
Coordinating Committee

January 1990

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for the
California Occupational Information Coordinating Committee

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Preface

This document is taken from the final report of the Career Information Delivery Systems Project. The project was initiated by a grant from the California State Department of Education for the California Occupational Information Coordinating Committee. It produced criteria and standards that can be used to compare the similarities and differences of career information delivery systems (CIDS) in use in California. An inventory of nineteen CIDS was developed using the standards agreed upon by the project advisory committee.

It is the hope of the producers of the inventory that these criteria and standards will provide a practical guide for selecting a CIDS.

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Career Information Delivery Systems Project

Introduction

The purpose of this inventory is to highlight similarities and differences between nineteen computerized career information delivery systems (CIDS), so practitioners may make more informed choices concerning the adoption of such systems, software developers and producers may more systematically present information about their software, and policymakers may monitor the developing scope of system features and costs. The specific CIDS included in this inventory are:

1. Guidance Information System (GIS)
2. DISCOVER for High Schools
3. DISCOVER for Junior High and Middle Schools
4. DISCOVER for Colleges and Adults
5. SIGI PLUS
6. CHOICES
7. CHOICES for Adults in Career Transitions
8. CHOICES Jr. for Junior High and Middle Schools
9. EUREKA
10. California VIEW
11. VAL SEARCH
12. Placement Problem Solver
13. DATAMASTER
14. OASYS
15. COSS
16. RAVE (Realistic Assessment of Vocational Experience)
17. Peterson's
18. ISABEL
19. DISCOVER for Mini-Computers

Methodology Used in Developing the Inventory

The tentative criteria used as the basis for this study were chosen, after a selective review of CIDS studies, from Heppner and Johnson (1985). The criteria were reviewed by a statewide advisory committee made up of persons with experience with CIDS from these levels:

1. California State Department of Education
2. California Occupational Information Coordinating Committee
3. State of California Employment Development Department
4. California State Job Training Coordinating Council
5. Secondary School Guidance Programs
6. Community College Guidance Programs
7. University Guidance Education Programs
8. Adult Education
9. County Offices of Education
10. An expert on bias-free guidance materials.

The data presented in the inventory of CIDS were gathered from the representatives of the subject CIDS developers and producers and the on-line experience of the authors, with a verification by advisory committee members who use, and are familiar with, various of the inventoried CIDS. The criteria adopted by the advisory committee were sent to developers and producers of each system, and their comments were used by the authors in preparing the CIDS inventory.

Several aspects of this publication should be noted:

1. A more detailed inventory or consumer guide was considered impractical given space and time considerations; and,
2. This document is the result of the authors' and advisory committee's input as well as that of the producers and developers.
3. All systems were purported to be free of bias with respect to gender, ethnicity, culture, age, and physical handicaps.

This inventory is not intended to be a marketing or promotional device for any particular CIDS--that information is available directly from the CIDS producers and developers. It is intended to be a consumer's guide to assist guidance personnel and others in the selection of appropriate CIDS. Readers are encouraged to examine particular CIDS in detail to ascertain for themselves the relative merits of their features, scopes, purposes, and costs.

Limitations of the Survey Instrument Used For the Inventory

All survey instruments have their limitations, and this one is no exception (a copy of the survey instrument used is in the Appendix). Not everything can be explained by the "yes"/"no" approach used with this instrument. For example, the inventory indicates that System A handles military occupations and System B does not, while System B handles temperaments as an occupational selection criterion but System A does not. These statements may be true, but not fully informative. The real point in these examples is that where System A concentrates on general concepts, System B offers more specific information on coping with work roles. The decision as to which is "best" depends on user needs in a particular setting as well as the assumptions of staff members. While every attempt has been made to be fair and accurate, the reader should be aware of the inherent limitations of any methodology.

Computer Hardware on Which the Systems Will Run

Personal Computers Mini Computers Mainframe

CIDS	IBM	DEC	Tandy	Apple	Mac	HP	Prime	PDP	VAX	DEC	(Unix)	Burroughs	HP 3000	Honeywell	IBM	Prime	VAX
1. Guidance Information System	X	X	X	X		X	X		X						X		
2. DISCOVER for High Schools	X																
3. DISCOVER for Jr. Hi. and Mid. Sch.	X			X													
4. DISCOVER for Colleges & Adults	X																
5. SIGI PLUS	X																
6. CHOICES	X			X	X												
7. CHOICES for Adults in Car. Trans.	X																
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)	X			X													
9. EUREKA	X			X		X		X		X		X		X		X	X
10. Calif. VIEW	X			X								X				X	
11. VAL SEARCH	X			X													
12. Placement Problem Solver	X			X			X										
13. DATAMASTER	X			X													
14. OASYS	X									X					X		
15. COSS															X		
16. RAVE	X																
17. Peterson's	X			X													
18. ISABEL	X																
19. DISCOVER for mini-comp.													X				X

Personal Computer Memory Requirements

CIDS	RAM	Hard Disk	Number of Disk Drives
1. Guidance Information System	256 K	10 MB	1
2. DISCOVER for High Schools	256 K	10 MB	1
3. DISCOVER for Jr. Hi. and Mid. Sch.	128 K		2
4. DISCOVER for Colleges & Adults	256 K	10 MB	1
5. SIGI PLUS	256 K	10 MB	1
6. CHOICES	256 K	5 MB	1
7. CHOICES for Adults in Car. Trans.	256 K	4 MB	1
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)	256 K	1 MB	1
9. EUREKA	640 K	20 MB	1
10. Calif. VIEW	640 K	8 MB	1
11. VAL SEARCH		10 MB	2
12. Placement Problem Solver			
13. DATAMASTER	256 K		1
14. OASYS	512 K	20 MB	1
15. COSS			
16. RAVE	512 K	3 MB	
17. Peterson's	256 K		2
18. ISABEL	256 K	10 MB	1
19. DISCOVER for mini-comp.			

Additional Hardware Features

	User can select items to print		Graphics card needed		Color monitor needed	
	Yes	No	Yes	No	Yes	No
CIDS						
1. Guidance Information System	X			X		X
2. DISCOVER for High Schools	X		X		X	
3. DISCOVER for Jr. Hi. and Mid. Sch.	X		X		X	
4. DISCOVER for Colleges & Adults	X		X		X	
5. SIGI PLUS	X		X		X	
6. CHOICES	X		X		X	
7. CHOICES for Adults in Car. Trans.	X		X			X
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)	X		X			X
9. EUREKA	X		X			X
10. Calif. VIEW	X			X		X
11. VAL SEARCH	X		X		X	
12. Placement Problem Solver	X			X		X
13. DATAMASTER	X			X		X
14. OASYS	X			X		X
15. COSS	X			X		X
16. RAVE	X			X		X
17. Peterson's	X			X		X
18. ISABEL	X			X		X
19. DISCOVER for mini-comp.	X					X

Ease of Use

With the exception of CHOICES Jr., all systems allow users to change their minds, e.g., back up, go ahead, or skip a selection. With the exception of COSS, all systems provide technical assistance.

CIDS	Prop. Is Designed for Use by:		Free Technical Assistance	
	Student	Counselor	Yes	No
1. Guidance Information System	X	X	X	
2. DISCOVER for High Schools	X	X	X	
3. DISCOVER for Jr. Hi. and Mid. Sch.	X		X	
4. DISCOVER for Colleges & Adults	X	X	X	
5. SIGI PLUS	X		X	
6. CHOICES	X		X	
7. CHOICES for Adults in Car. Trans.	X	X	X	
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)	X		X	
9. EUREKA	X	X	X	
10. Calif. VIEW	X	X	X	
11. VAL SEARCH		X	X	
12. Placement Problem Solver	X	X	X	
13. DATAMASTER		X	X	
14. OASYS	X	X	X	
15. COSS		X		
16. RAVE	X	X	X	
17. Peterson's	X	X	X	
18. ISABEL	X	X	X	
19. DISCOVER for mini-comp.	X	X	X	

Tests for Which Scores May Be Entered

Some career information delivery systems allow the user to enter previously obtained test scores to be used in career decision-making activities. The following list shows interest surveys/tests that can be used with each of the CIDS.

System	Tests
Guidance Information System	Career Assessment Inventory (CAI) Career Decision Making (CDM) Strong-Campbell Interest Inventory (SCII) Self-Directed Search (SDS) Career Occupational Preference Survey (COPS) Ohio Vocational Interest Survey (OVIS)
DISCOVER for High Schools	Career Assessment Inventory (CAI) Career Decision Making (CDM) Strong-Campbell Interest Inventory (SCII) Self-Directed Search (SDS) Career Occupational Preference Survey (COPS) Ohio Vocational Interest Survey (OVIS)
DISCOVER for Jr. Hi. & Middle Schools	California Achievement Tests (CAT) Comprehensive Tests of Basic Skills (CTBS) Iowa Tests of Basic Skills (ITBS) Metropolitan Achievement Tests (MAT) Stanford Achievement Test (SAT) SRA Achievement Series (SRA)
DISCOVER for Colleges & Adults	Career Assessment Inventory (CAI) Career Decision Making (CDM) Strong-Campbell Interest Inventory (SCII) Self-Directed Search (SDS) California Occupational Preference Survey (COPS) Ohio Vocational Interest Survey (OVIS)
SIGI PLUS	None
CHOICES	Strong-Campbell Interest Inventory (SCII) Self-Directed Search (SDS) Armed Services Vocational Aptitude Battery (ASVAB) General Aptitude Test Battery (GATB) Career Assessment Inventory (CAI) Career Decision Making (CDM)
CHOICES for Adults in Career Transition	Strong-Campbell Interest Inventory (SCII) Self-Directed Search (SDS) Armed Services Vocational Aptitude Battery (ASVAB) General Aptitude Test Battery (GATB)

Tests for Which Scores May be Entered - continued

CHOICES for Jr. Hi. & Middle Schools	None
EUREKA	None
Calif. VIEW	None
VAL SEARCH	No information available
Placement Problem Solver	Any interpreted in Standard DOT terms (e.g., GATB and GATB clones--Mesa, Apticom, Sage) GOE Interest Checklist
DATAMASTER	Wechsler Adult Intelligence Scale (Wais) Wide Range Achievement Test (WRAT) Minnesota Rate of Manipulation Tests Minnesota Clerical Test Purdue Pegboard Crawford Small Parts Dexterity Test Bennett Mechanical Comprehension Test
OASYS	General Aptitude Test Battery (GATB) Apticom Strong-Campbell Interest Inventory (SCII)
COSS	General Aptitude Test Battery (GATB) BOLT
RAVE	General Aptitude Test Battery (GATB) CASIS Apticom
Peterson's	None
ISABEL	Physical Capacities Assessment
DISCOVER for Mini-Computers	Self-Directed Search (SDS) Strong-Campbell Interest Inventory (SCII) UNIACT Ohio Vocational Interest Survey (OVIS) Career Decision-Making System (CDM) KUDER Occupational Interest Survey Career Planning Program (CPP) Differential Aptitude Test (DAT) Armed Services Vocational Aptitude Battery (ASVAB)

Attributes That Can Be Assessed On-Line

CIDS	values	interests	temperament	aptitudes	transferable skills	formal assessment	informal assessment
1. Guidance Information System							
2. DISCOVER for High Schools	X	X		X		X	
3. DISCOVER for Jr. Hi. and Mid. Sch.		X		X			X
4. DISCOVER for Colleges & Adults	X	X		X		X	
5. SIGI PLUS	X	X			X		X
6. CHOICES							
7. CHOICES for Adults in Car. Trans.					X	X	
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)		X				X	
9. EUREKA					X		X
10. Calif. VIEW		X		X		X	
11. VAL SEARCH				X		X	
12. Placement Problem Solver	X	X	X	X	X		
13. DATAMASTER				X		X	X
14. OASYS		X	X	X	X	X	
15. COSS		X	X	X	X	X	
16. RAVE		X	X	X	X		X
17. Peterson's	X	X	X	X			X
18. ISABEL							X
19. DISCOVER for mini-comp.	X	X		X		X	

Theoretical Orientation of CIDS Surveyed

Generally speaking, each CIDS inventoried for this report is based in one of three theoretical orientations. These orientations are known as the trait-factor, decision-making, and economic theories of career development. The assumptions of these perspectives as they relate to career guidance programs are:

Trait-Factor

- A. Individuals possess unique patterns of capabilities and potentialities (traits).
- B. A particular set of qualities is possessed by successful workers in each job family (factors).
- C. It is possible to predict the success of each individual in each job family or occupation.

Decision-Making

- A. Vocational selection is a rational process.
- B. This process includes:
 - 1. a decision-maker;
 - 2. a decision;
 - 3. alternatives;
 - 4. evaluation of alternatives;
 - 5. selection of an alternative; and
 - 6. actions to implement the selection.
- C. People are able to use information to make wise choices.

Economics

- A. People make rational decisions.
- B. Economic return is a major factor in vocational choice.
- C. Accurate information on costs, rewards, and risks is available.

Specifically, each CIDS has these purposes:

- 1. The Guidance Information System (GIS) stresses information giving and makes the Harrington-O'Shea Career Decision-Making System available to its subscribers.
- 2. DISCOVER accents a guidance process along with career exploration, decision making, and planning.
- 3. SIGI-PLUS is unique because occupations are sorted based primarily on ordering work-related values along with interests and skills.

Theoretical Orientation of CIDS Surveyed - continued

4. CHOICES goes beyond the purposes and theoretical orientation of the three previously mentioned CIDS in that it has an adult career transition program which analyzes transferable skills acquired in previous occupations.
5. EUREKA highlights thorough descriptions of California's labor market as one of its purposes.
6. Calif. VIEW allows users to seek specific topics instantly and provides easy access to comprehensive, current, and integrated occupational and educational information.
7. VAL SEARCH--VALPAR Career Guidance Unit supplies assessment and reports on occupational directions and curriculum development.
8. Placement Problem Solver (PPS) is oriented toward rehabilitation, job placement, and development. It analyzes transferable skills, job-client matching, and business listings for job search, among other things.
9. Data Master emphasizes matching client ability profiles to jobs through the input of transferable aptitudes.
10. Occupational Access System (OASYS) defines barriers to placement and provides a career ladder or lattice, among other things.
11. The California Occupational Search System (COSS) identifies occupations in which clients are likely to succeed and the employers who will hire workers for those occupations.
12. RAVE's (Realistic Assessment of Vocational Experiences) purpose is to produce meaningful lists of realistic occupations for clients.
13. Peterson's Career Planning Service intends to identify career possibilities that match client traits and interests.
14. ISABEL is designed to compare the physical capacities of persons with the physical requirements of occupations using 95 physical and environmental requirements, and to search for devices to assist clients with problematical physical demands.

Audiences for Whom the System's Theoretical Orientation Is Appropriate

CIDS

1. Guidance Information System
2. DISCOVER for High Schools
3. DISCOVER for Jr. Hi. and Mid. Sch.
4. DISCOVER for Colleges & Adults
5. SIGI PLUS
6. CHOICES
7. CHOICES for Adults in Car. Trans.
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)
9. EUREKA
10. Calif. VIEW
11. VAL SEARCH
12. Placement Problem Solver
13. DATAMASTER
14. OASYS
15. COSS
16. RAVE
17. Peterson's
18. ISABEL
19. DISCOVER for mini-comp.

middle school
high school
college users
graduate school
re-entry adults
physically disabled
adult
technical school

X	X	X	X	X	X	X	X
	X						
X							
		X	X	X		X	
	X	X	X	X	X	X	X
	X	X					
			X	X	X	X	X
X							
X	X	X	X	X	X	X	X
X	X	X		X	X	X	X
	X	X	X	X	X	X	X
	X	X	X	X	X	X	X
	X	X		X	X	X	X
	X	X	X	X	X	X	X
		X	X	X	X	X	X
				X	X	X	
	X	X					
	X	X	X	X	X	X	X
	X	X	X	X	X	X	X

Descriptive Information Included in the Occupational Files

CIDS	definition duties	career ladders	working conditions	physical demands	education required	licensing requirements	starting salary	occupational outlook	employment level	military occupations
1. Guidance Information System	X	X	X	X	X	X	X	X	X	X
2. DISCOVER for High Schools	X	X	X	X	X	X	X	X	X	X
3. DISCOVER for Jr. Hi. and Mid. Sch.	X	X		X		X				
4. DISCOVER for Colleges & Adults	X	X	X	X		X	X	X	X	X
5. SIGI PLUS	X	X	X	X	X	X	X	X	X	
6. CHOICES	X	X		X	X	X	X	X		X
7. CHOICES for Adults in Car. Trans.	X	X	X	X	X	X	X	X	X	X
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)	X	X	X	X	X		X	X		
9. EUREKA	X	X	X	X	X	X	X	X	X	X
10. Calif. VIEW	X	X	X	X	X	X	X	X	X	X
11. VAL SEARCH				X	X					
12. Placement Problem Solver	X	X	X	X	X	X	X	X	X	X
13. DATAMASTER					X	X				
14. OASYS	X	X	X	X	X					
15. COSS	X	X	X	X	X	X	X	X	X	X
16. RAVE	X	X		X	X		X	X		
17. Peterson's	X					X	X			
18. ISABEL				X	X					
19. DISCOVER for mini-comp.	X	X	X	X		X	X	X	X	X

Files of Post-Secondary Programs

CIDS	two-year colleges	four-year colleges	graduate schools	vocational schools	apprenticeship	ROP	financial aid
1. Guidance Information System	X	X	X	X	X	X	X
2. DISCOVER for High Schools	X	X	X	X		X	X
3. DISCOVER for Jr. Hi. and Mid. Sch.							
4. DISCOVER for Colleges & Adults	X	X	X	X			X
5. SIGI PLUS							
6. CHOICES	X	X		X			X
7. CHOICES for Adults in Car. Trans.	X	X		X			X
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)							
9. EUREKA	X	X	X	X	X	X	X
10. Calif. VIEW	X	X	X	X	X	X	
11. VAL SEARCH							
12. Placement Problem Solver	X	X		X			
13. DATAMASTER							
14. OASYS							
15. COSS							
16. RAVE							
17. Peterson's	X	X					X
18. ISABEL							
19. DISCOVER for mini-comp.	X	X	X				X

Basis for Occupational Files and Updates

CIDS	Files are Based On		System is Updated			
	Ntl. Data	Local Data	6m	1 yr.	2 yr.	over 2 yr.
1. Guidance Information System	X	X	X			
2. DISCOVER for High Schools	X			X		
3. DISCOVER for Jr. Hi. and Mid. Sch.	X					X
4. DISCOVER for Colleges & Adults	X	X		X		
5. SIGI PLUS	X			X		
6. CHOICES	X	X		X		
7. CHOICES for Adults in Car. Trans.	X	X		X		
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)	X	X				X
9. EUREKA	X	X		X		
10. Calif. VIEW	X	X		X		
11. VAL SEARCH	X					X
12. Placement Problem Solver	X					
13. DATAMASTER	X	X				X
14. OASYS	X	X	X			
15. COSS	X	X		X		
16. RAVE	X					
17. Peterson's	X					X
18. ISABEL	X				X	
19. DISCOVER for mini-comp.	X	X		X		

Cost*

Expensive Systems

Over \$2,100

Discover for Mini-Computers
Isabel
Oasys
RAVE
Val Search

High Cost Systems

\$1,401 - \$2,100

Discover for Colleges and Adults
Discover for High Schools
Guidance Information System

Medium Cost Systems

\$701 - \$1,400

Choices
Choices for Adults in Career Transition
Datamaster
Discovery for Jr. Hi and Middle Schools
Sigi plus

Low Cost Systems

\$200 - \$700

California VIEW
Choices Jr. for Jr. Hi. and Middle Schools
Peterson's

*EUREKA will not quote a definite price but states they can tailor their system to fit the customer's pocket.

Additional Cost Factors

CIDS	Leased	Purchased	Updates Provided at No Cost
1. Guidance Information System	X		yes
2. DISCOVER for High Schools	X		yes
3. DISCOVER for Jr. Hi. and Mid. Sch.		X	no
4. DISCOVER for Colleges & Adults	X		yes
5. SIGI PLUS	X		yes
6. CHOICES	X		yes
7. CHOICES for Adults in Car. Trans.	X		no
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)		X	no
9. EUREKA	X		yes
10. Calif. VIEW	X		no
11. VAL SEARCH		X	no
12. Placement Problem Solver	X		
13. DATAMASTER		X	no
14. OASYS		X	no
15. COSS			
16. RAVE		X	yes
17. Peterson's		X	no
18. ISABEL	X		no
19. DISCOVER for mini-comp.	X		yes

System Reading Level

CIDS

1. Guidance Information System
2. DISCOVER for High Schools
3. DISCOVER for Jr. Hi. and Mid. Sch.
4. DISCOVER for Colleges & Adults
5. SIGI PLUS
6. CHOICES
7. CHOICES for Adults in Car. Trans.
8. CHOICES Jr. (Jr. Hi. & Mid. Schs.)
9. EUREKA
10. Calif. VIEW
11. VAL SEARCH
12. Placement Problem Solver
13. DATAMASTER
14. OASYS
15. COSS
16. RAVE
17. Peterson's
18. ISABEL
19. DISCOVER for mini-comp.

System Reading Level

junior high
fifth
fifth
eighth
high school
eighth
eighth
fifth
fifth
sixth
no information
no information
sixth
no information
sixth
sixth
seventh-eighth
high school
fifth

Appendix
Survey Instrument
Adopted Standards for Computer-Based
Career information Delivery Systems

1. Computer Hardware

1.1 The system will run on the following computers:

- | | | |
|------------|-----|-------|
| Minis | (a) | _____ |
| | (b) | _____ |
| | (c) | _____ |
| Mainframes | (d) | _____ |
| | (e) | _____ |
| | (f) | _____ |
| PCs | (g) | _____ |
| | (h) | _____ |
| | (i) | _____ |

1.2 The system requires a PC with the following amount of memory:

- (a) RAM _____
- (b) Hard Disk _____

1.3 The system requires the following number of disk drives.

- (a) 1 _____
- (b) 2 _____

1.4 Printed matter accompanying the program lists other items of hardware needed to make the program work.

- (a) Yes _____
- (b) No _____

1.5 The system is available for use on:

- (a) Mainframe(s) _____
- (b) Personal Computer(s) _____
- (c) Mini(s) _____

1.6 The system can be accessed with a modem.

- (a) Yes _____
- (b) No _____

1.7 The system allows users to select only those items they wish to print.

- (a) Yes _____
- (b) No _____

1.8 A graphics card is needed.

(a) Yes _____

(b) No _____

1.9 A color monitor is needed.

(a) Yes _____

(b) No _____

2. Ease of Use

2.1 The program allows users to change their minds, e.g., back up, go ahead, or skip a section.

(a) Yes _____

(b) No _____

2.2 The program is designed for.

(a) students _____

(b) counselors _____

(c) both _____

(d) others (names) _____

2.3 Instructions for installation are clear and easy to follow.

(a) Yes _____

(b) No _____

2.4 Technical assistance is provided for installation problems.

(a) Yes _____ If yes, is it free? Yes _____ No _____

(b) No _____ If no, amount of fee? \$ _____

2.5 The printed materials related to the use of the program are clearly written and all necessary steps are included.

(a) Yes _____

(b) No _____

2.6 Users can get a result in 15 to 30 minutes.

(a) Yes _____

(b) No _____

2.7 The system contains a written disclaimer telling users that it provides only information--that they must make their own decisions.

(a) Yes _____

(b) No _____

3. Purposes/Scope of the System

3.1 The system tells users what is in the file(s) and how to access it.

- (a) Yes _____
(b) No _____

3.2 The purposes of the system are:

3.3 The system has the following theoretical orientation.

3.4 This theoretical orientation is most suitable for:

- (a) middle school users _____
(b) high school users _____
(c) college users _____
(d) graduate school users _____
(e) re-entry adult users _____
(f) physically disabled users _____
(g) adult users _____
(h) technical school users _____

3.5 The system allows user to enter previously obtained test scores.

- (a) Yes _____
(b) No _____

If yes, list tests for which scores may be entered.

3.6 The system assesses the following attributes on-line:

- 2.3.1 values _____
2.3.2 interests _____
2.3.3 temperament _____
2.3.4 aptitudes _____
2.3.5 transferable skills _____
2.3.6 others (list) _____

The assessment is done formally _____ informally _____

3.7 Occupational files include the following descriptive information about each occupation:

- (a) definition _____
- (b) duties _____
- (c) career ladders _____
- (d) working conditions _____
- (e) physical demands _____
- (f) education required _____
- (g) licensing requirements (if any) _____
- (h) starting salary _____
- (i) occupational outlook _____
- (j) current employment level _____
- (k) others (names) _____

3.8 The system contains military occupations.

- (a) Yes _____
- (b) No _____

3.9 The system contains files of post-secondary programs including:

- (a) two-year colleges _____
- (b) four-year colleges and universities _____
- (c) graduate and professional schools _____
- (d) vocational and technical schools _____
- (e) apprenticeship programs _____
- (f) Regional Occupational Programs _____
- (g) financial aid available _____
- (h) other(s) _____

3.10 The occupational file is based on:

- (a) national data _____
- (b) local data _____

3.11 Assessment systems are integrated into the system.

- (a) Yes _____
- (b) No _____

If yes, name: _____

3.12 If yes, they are:

- (a) valid Yes _____ No _____
- (b) reliable Yes _____ No _____
- (c) appropriate for the target population Yes _____ No _____

4. Cost

4.1 The system costs between:

- (a) \$ 200 - \$ 700 _____
- (b) \$ 701 - \$1,400 _____
- (c) \$1,401 - \$2,100 _____
- (d) Over \$2,100 _____

4.2 The system is:

- (a) purchased
- (b) leased

4.3 Updates are provided at no extra cost.

- (a) Yes _____
- (b) No _____

4.4 There is no additional fee when a site increases the number of computers.

- (a) Yes _____
- (b) No _____

4.5 Student support materials are provided.

- (a) Yes _____
- (b) No _____

If yes, costs per student are between:

- (a) \$1.00 - 2.50 _____
- (b) \$2.50 - 4.00 _____
- (c) \$4.00 - 6.50 _____
- (d) Over \$6.50 _____

5. Contacts for Further Information

5.1 The manufacturer/producer of the software is _____.

5.2 This manufacturer has been producing software for _____ years.

5.3 The manufacturer's career information delivery system has been in existence for _____ years.

5.4 Technical support is available from the manufacturer.

- (a) Yes _____
- (b) No _____

If yes, there is an "800" number for customers call.

- (a) Yes _____ The number is (800) _____
- (b) No _____

6. Content Update

6.1 The system is updated:

- (a) semi-annually _____
- (b) annually _____
- (c) bi-annually _____
- (d) less often than every 2 years

6.2 An update includes:

(a) Occupational files: salaries, outlook, and educational or training requirements.

(1) Yes _____

(2) No _____

Source of information: _____

(b) College files: tuition, board and room, and academic program changes.

(1) Yes _____

(2) No _____

Source of information: _____

(c) Vocational/technical school file:

(1) Yes _____

(2) No _____

Source of information: _____

(d) Financial aid file:

(1) Yes _____

(2) No _____

(e) Military occupation file:

(1) Yes _____

(2) No _____

Source of information: _____

7. Reading Level

7.1 The reading level of the system is _____.

7.2 The system offers more than one reading level.

(a) Yes _____

(b) No _____

If yes, name: _____

7.3 The built-in assessment tools are at the same reading level as the rest of the system.

(a) Yes _____

(b) No _____

7.4 The system refers the users to current, printed materials.

- (a) Yes _____
- (b) No _____

7.5 The printed materials have reading levels appropriate for the target audience.

- (a) Yes _____
- (b) No _____

Printed materials to which users are referred include:

7.6 There are alternatives to the amount of reading required by the system.

- (a) Yes _____
- (b) No _____

8. Graphics

8.1 Graphics are used in the system.

- (a) Yes _____
- (b) No _____

9. Staff Requirements

9.1 Number of staff persons needed for the system to operate.

- (a) 0 _____
- (b) 1 _____
- (c) 2 _____
- (d) 3 _____

9.2 Educational background and training level needed by staff person.

- (a) none _____
- (b) career center technician _____
- (c) teachers _____
- (d) counselor _____

9.3 Counseling by staff person is most effective when performed

- (a) before _____
- (b) during _____
- (c) after _____ user interaction with the program.

10. Built-in Evaluation and Accountability

10.1 There is a built-in evaluation/accountability component with the program.

(a) Yes _____

(b) No _____

If yes, what information does it collect? _____

10.2 What reports can be generated from user information gathered in the system?

11. Ability to Tailor Basic Program

11.1 The system allows one to add local information.

(a) Yes _____

(b) No _____

11.2 Local information can be added by:

(a) Purchaser _____

(b) User _____

11.3 A new program must be written in order to add local information.

(a) Yes _____

(b) No _____

12. Gender/Ethnic/Cultural/Age/Handicap Fairness

12.1 This system is free of bias with respect to:

(a) Gender Yes _____ No _____

(b) Ethnicity Yes _____ No _____

(c) Culture Yes _____ No _____

(d) Age Yes _____ No _____

(e) Handicap Yes _____ No _____

13. System Security

13.1 System protects client confidentiality.

(a) Yes _____

(b) No _____

If yes, describe how: _____

13.2 Student answers are stored in/on:

- (a) Mainframe _____
- (b) Hard Disk _____
- (c) Floppy Disk _____
- (d) Other _____ Describe _____

Glossary

aptitudes	The specific capacities or abilities required of a person to facilitate learning a job or task. For example: general learning ability, verbal, or numerical aptitudes.
byte	The amount of computer memory space needed to store a single character, such as a number, letter, or code.
CRT	Cathode Ray Tube; see monitor.
DEC	Rainbow 100 + personal computer
disk drive	A device that records and plays back information, much the same as a cassette tape player records and plays music.
floppy disk	A disk made of a flexible material, e.g., plastic coated with a magnetic surface.
graphics	A pictorial representation of data such as plotted graphs or engineering drawings, along with printed text.
hard disk	A rigid disk, either built into the computer or attached as an external item, used to store large amounts of data.
HP	Hewlett Packard model HP 3000 mainframe computer or other HP computers.
HW	Honeywell mainframe computer.
interests	A liking or preference for an activity. The Guide to Occupational Exploration lists 12. For example: artistic, mechanical, or leading-influencing.
mainframe	A large computer, distinguishing it from a mini-computer or microcomputer.
memory (RAM)	The working space or temporary storage for the program you are using. Memory is erased with the computer is turned off.
microcomputer	A small (desktop) computer which uses a microprocessor as its processing element. Often used loosely to refer to the microprocessor itself.
minicomputer	A computer of intermediate size and computing power—between a mainframe and a microcomputer.
modem	A device used to connect a computer with a telephone line and, hence, to another computer.

monitor (CRT)	The TV-like screen on which information and graphics are displayed.
PRIME	A mainframe computer.
RAM	Random access memory. See memory.
re-entry worker	A person who has been in the work force, leaves, and returns.
reliability, index of	An estimate of the correlation between the obtained scores on a test and the theoretically true scores on the test.
ROP	Regional Occupational Program.
ROTC	Reserve Officer Training Corps.
temperaments	Adaptability requirements made on workers by specific types of jobs. The temperaments are from the <i>Handbook for Analyzing Jobs</i> : interpretation of feelings, dealing with people, and performing under stress.
transferable skills	A theory that maintains that proficiency acquired in a skill helps in the acquisition of a skill in another job.
VAX	A mainframe computer distributed by Digital Equipment Corporation.
validity	As it pertains to assessment instruments: a test's ability to predict performances; a test's correlation with a factor, life-situation performance, clinical category placement, etc. There are several varieties of validity, e.g., concurrent and content.

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